

ORANGEBURG 5 SCHOOL DISTRICT

578 Ellis Avenue
Orangeburg, SC 29115

GRADES PK-12

ENROLLMENT 7,113 Students

SUPERINTENDENT Melvin Smoak 803-534-5454

BOARD CHAIR Melvin Crum 803-534-5454

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	9	5	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Good	No
2004	Average	Average	No

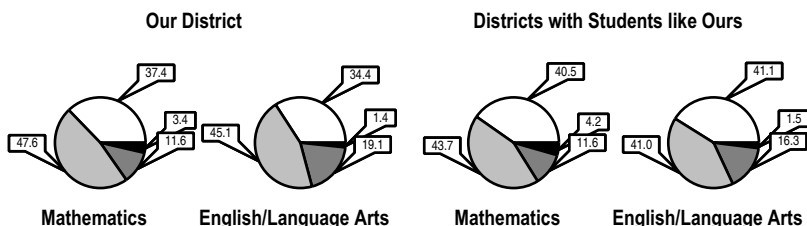
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.1	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	15.9	N/A	N/A	17.5	N/A	N/A
Passed no subtests	13.0	N/A	N/A	18.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.3	5.5
Seniors who met the SAT/ACT requirement	8.3	5.5
Seniors who met the grade point average	41.0	38.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	3,210	98.7	34.4	45.1	19.1	1.4	20.5
Gender							
Male	1,636	98.4	40.2	44.8	14.1	1.0	15.1
Female	1,574	99.1	28.4	45.4	24.3	1.9	26.1
Racial/Ethnic Group							
White	257	98.4	13.2	53.7	31.0	2.1	33.1
African-American	2,904	98.7	36.3	44.6	17.8	1.3	19.1
Asian/Pacific Islander	24	100.0	17.4	39.1	34.8	8.7	43.5
Hispanic	21	100.0	42.9	19.0	33.3	4.8	38.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,657	99.1	31.9	45.4	21.1	1.7	22.7
Disabled	553	96.9	46.6	43.5	9.7	0.2	9.9
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,207	98.7	34.3	45.1	19.2	1.4	20.6
English Proficiency							
Limited English Proficient	11	100.0	81.8	0.0	18.2	0.0	18.2
Non-Limited English Proficient	3,199	98.7	34.2	45.2	19.1	1.4	20.6
Socio-Economic Status							
Subsidized meals	2,646	98.8	37.7	44.9	16.5	0.9	17.4
Full-pay meals	562	98.4	18.6	45.9	31.7	3.8	35.5
Mathematics							
All Students	3,210	98.7	37.4	47.6	11.6	3.4	15.0
Gender							
Male	1,636	98.2	41.4	44.4	11.1	3.2	14.3
Female	1,574	99.3	33.3	51.0	12.0	3.7	15.7
Racial/Ethnic Group							
White	257	98.1	19.4	50.4	23.1	7.0	30.2
African-American	2,904	98.8	39.1	47.6	10.3	2.9	13.2
Asian/Pacific Islander	24	100.0	8.7	30.4	34.8	26.1	60.9
Hispanic	21	100.0	38.1	42.9	14.3	4.8	19.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,657	99.1	32.9	50.1	13.0	4.0	17.1
Disabled	553	96.8	59.5	35.7	4.3	0.6	4.8
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,207	98.7	37.4	47.7	11.5	3.4	15.0
English Proficiency							
Limited English Proficient	11	100.0	36.4	54.5	9.1	0.0	9.1
Non-Limited English Proficient	3,199	98.7	37.4	47.6	11.6	3.5	15.0
Socio-Economic Status							
Subsidized meals	2,646	98.8	40.6	47.4	10.0	2.1	12.1
Full-pay meals	562	98.4	22.0	49.0	19.2	9.9	29.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	544	98.5	29.8	41.0	26.5	2.7	29.2
	Grade 4	564	99.1	26.8	51.7	20.5	1.0	21.5
	Grade 5	584	99.1	47.1	46.6	6.1	0.2	6.3
	Grade 6	597	97.0	46.6	39.7	13.0	0.8	13.7
	Grade 7	547	97.8	44.5	43.1	12.2	0.2	12.4
	Grade 8	578	97.4	49.1	40.0	10.1	0.8	10.8
2004	Grade 3	519	99.0	21.2	38.5	34.0	6.2	40.3
	Grade 4	506	99.6	28.8	46.5	24.5	0.2	24.7
	Grade 5	516	99.8	26.2	56.9	16.3	0.6	16.9
	Grade 6	565	98.2	49.9	37.3	11.9	0.9	12.8
	Grade 7	577	98.1	40.3	50.5	8.8	0.4	9.2
	Grade 8	529	97.5	41.1	46.9	11.9	0.2	12.1

Mathematics								
2003	Grade 3	544	99.3	31.8	48.0	14.6	5.6	20.2
	Grade 4	564	99.3	29.2	50.0	15.5	5.3	20.8
	Grade 5	584	99.7	45.4	45.0	8.0	1.7	9.7
	Grade 6	597	99.2	44.3	40.9	10.9	3.9	14.8
	Grade 7	547	99.1	47.1	38.3	9.9	4.7	14.6
	Grade 8	578	99.1	52.8	38.4	6.4	2.4	8.8
2004	Grade 3	519	99.2	25.4	59.4	13.6	1.6	15.1
	Grade 4	506	99.8	34.3	48.6	13.7	3.4	17.1
	Grade 5	516	99.8	33.0	49.1	13.2	4.7	17.9
	Grade 6	565	98.1	38.1	43.9	13.2	4.9	18.1
	Grade 7	577	97.9	46.7	42.7	7.3	3.4	10.6
	Grade 8	529	97.7	47.8	42.9	6.8	2.5	9.3

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	514	92.6	17.7	33.3	32.8	16.2	49.0
Gender							
Male	228	89.0	23.1	34.2	29.6	13.1	42.7
Female	286	95.5	13.7	32.6	35.2	18.5	53.7
Racial/Ethnic Group							
White	41	97.6	5.1	23.1	46.2	25.6	71.8
African-American	467	92.3	19.1	34.4	31.5	15.1	46.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	447	94.0	10.4	36.1	35.4	18.1	53.5
Disabled	67	83.6	74.1	11.1	13.0	1.9	14.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	514	92.6	17.7	33.3	28.7	16.2	49.0
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	513	92.6	17.7	33.1	32.9	16.2	49.1
Socio-Economic Status							
Subsidized meals	346	91.9	21.2	36.2	31.4	11.2	42.6
Full-pay meals	168	94.0	10.8	27.4	35.7	26.1	61.8

Mathematics							
All Students	514	91.6	22.4	36.6	28.7	12.3	40.9
Gender							
Male	228	87.3	29.2	34.9	23.6	12.3	35.9
Female	286	95.1	17.5	37.9	32.3	12.3	44.6
Racial/Ethnic Group							
White	41	95.1	21.1	26.3	26.3	26.3	52.6
African-American	467	91.4	22.8	38.0	28.7	10.5	39.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	447	93.7	15.5	39.6	31.6	13.3	44.9
Disabled	67	77.6	80.0	12.0	4.0	4.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	514	91.6	22.4	36.6	28.7	12.3	40.9
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	513	91.6	22.5	36.7	28.7	12.1	40.8
Socio-Economic Status							
Subsidized meals	346	90.8	26.6	38.6	26.3	8.4	34.7
Full-pay meals	168	93.5	14.1	32.7	33.3	19.9	53.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	392	91.8%	400	8.3%	429	78.8%	N/A
Gender							
Male	175	87.4%	186	5.4%	205	71.7%	
Female	213	96.7%	214	10.7%	224	85.3%	
Racial/Ethnic Group							
White	42	100.0%	33	27.3%	39	76.9%	
African American	345	91.9%	363	6.6%	386	79.0%	
Asian/Pacific Islander	1	I/S	1	I/S	3	I/S	
Hispanic	N/A	N/A	3	I/S	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
Disability Status							
Not disabled	359	95.5%	368	8.7%	382	84.8%	
Disabilities other than speech	29	55.2%	32	3.1%	47	29.8%	
Migrant Status							
Migrant	N/A	N/A	1	I/S	N/A	N/A	
Non-migrant	113	94.7%	399	8.3%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	2	I/S	1	I/S	
Non-LEP	383	92.7%	398	8.3%	410	80.5%	
Socio-Economic Status							
Subsidized meals	284	90.5%	284	2.8%	293	77.5%	
Full-pay meals	103	98.1%	116	21.6%	136	81.6%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	91.8%	91.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	429	200
Number of Diplomas	338	141
Rate	78.8%	72.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	440	436	440	452	880	888
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	15.9	15.4	16.7	16.8	16.7	16.1	16.9	16.2	16.7	16.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 7,113)				
First graders who attended full-day kindergarten	97.5%	N/C	100.0%	97.2%
Retention rate	5.5%	Up from 0.1%	6.5%	5.3%
Attendance rate	97.0%	Up from 95.1%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.8%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%		7.1%	5.1%
Eligible for gifted and talented	2.5%	Down from 5.0%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 9.2%	10.9%	10.9%
Older than usual for grade	6.2%	Down from 6.9%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.1%	1.9%	1.1%
Enrolled in AP/IB programs	8.4%	Down from 9.1%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	195	Down from 200	157	157
Completions in adult education GED or diploma programs	10	Down from 56	15	39
Annual dropout rate	2.7%	Down from 4.7%	2.7%	2.9%
Teachers (n= 574)				
Teachers with advanced degrees	62.7%	Up from 57.8%	46.6%	50.0%
Continuing contract teachers	81.7%	Up from 81.0%	81.5%	84.6%
Highly qualified teachers**	91.3%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	7.9%		8.8%	4.4%
Teachers returning from previous year	89.9%	Up from 87.6%	87.6%	89.9%
Teacher attendance rate	94.4%	Down from 94.9%	94.1%	94.7%
Average teacher salary	\$42,026	Up 1.6%	\$38,088	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.7%	0.3%
Prof. development days/teacher	11.8 days	Down from 12.6 days	12.1 days	12.0 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 16.6 to 1	19.9 to 1	21.0 to 1
Prime instructional time	89.3%	Up from 88.2%	88.2%	89.5%
Dollars spent per pupil*	\$8,693	Down 1.8%	\$8,058	\$7,217
Percent of expenditures for teacher salaries*	54.2%	Up from 53.9%	54.1%	55.6%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	99.0%	No change	93.8%	97.3%
Number of schools	14	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.5%	Up from 4.9%	5.5%	4.3%
Average age in years of school facilities	23	Down from 38	28	26
Number of schools with SACS accreditation	11	Up from 10	4	8
Average administrator salary	\$68,452		\$64,324	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	51.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Orangeburg Consolidated District Five continued to make strides toward its academic goals, due in large part to the teamwork of teachers, support personnel, administrators, the Board of Trustees, parents/guardians (who are involved in their children's education), and the community. This teamwork helps to ensure that every student in the district is the recipient of a high-quality education — an education that enhances academic performance and builds a strong foundation for their future success.

We continued to strengthen instructional excellence — the lifeblood of student academic success — by providing comprehensive professional development activities for teachers and support staff. We also continued to intensify our recruiting efforts to attract, hire and retain the most capable teachers, administrators and support staff available for our District. These efforts are working and are exemplified in the 11 Palmetto Gold and Silver schools we've had over the past two years and the 19 Palmetto Fellows Scholars qualifiers we've had in that same period of time. Add to that the art students who have earned more international, national and state awards and honors than any other school district in the state, including the Governor's School of the Arts. These honors include: The only body of work by a student from South Carolina to be selected from the 650,000 bodies of work from around the world for the ETS Advanced Placement International Art Exhibit. The only Arts Presidential Scholarship nomination in the state; the only National Scholastic Art and Writing Portfolio Awards earned in the state; the only two students from the state selected in the National Foundation for the Advancement of the Arts Talent Search. And over the past two years, graduates of Orangeburg Consolidated District Five have earned well over \$15 million in scholarships.

These honors and achievements and the gains the District has made over the past couple of years are special. They are special because they were made in spite of having to weather the tumultuous storm created by significant cuts in state funding and meeting the ever-changing mandates of the federal legislation known as "No Child Left Behind." To compete on the national, and indeed, the global stage, our students will need and deserve the most technologically-enhanced learning environments available. The District continuously upgrades its technological resources in an effort to inspire learning and prepare students for the challenges the future will present. Additionally, we have strengthened existing programs and implemented new ones to assist all of our students, from those in need of academic nurturing to those high flyers in the International Baccalaureate, Magnet, Honors and Advanced Placement Programs.

We are continuing our efforts to involve all stakeholders — parents/guardians, students, teachers, support staff and the community — in the educational process. Every child can learn and can be academically successful in spite of their socioeconomic status, but for this to happen, there must be a partnership among the District, parents/guardians and the community. However, the most important piece in the education puzzle is the teaching-learning process, and we are continuously assessing through District Benchmarks, state and teacher assessments, and improving our methods of instruction. All of this is done in an effort to educate the most important resource in the Orangeburg County community — our children.

Melvin Smoak, Superintendent